



Communities That Care

Community Resources Assessment Training

Phase Three

Trainer's Guide

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2003 Edition

Important Notice

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Module 2: Collecting Resource Information

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Module 5: Next Steps

Appendix 1: References

Appendix 2: *Communities That Care* Milestones and Benchmarks

Introduction

Goal

The goal of the Community Resources Assessment Training is to build the Community Board's capacity to conduct a community resources assessment.

Objectives

After completing this training, participants will be able to:

- describe the steps in the community resources assessment process
- explain the role of the community resources assessment
- develop and carry out a plan for completing the community resources assessment
- communicate the results of the resources assessment to the Community Board and Key Leaders.

Audience

The participants in the Community Resources Assessment Training are the people designated by the Community Board to conduct the community resources assessment—generally the Resources Assessment and Evaluation work group or subcommittee. There are 5 to 15 committee members. Some are board members; others are individuals recruited because of their specific expertise.

Agenda

Total training time including lunch and breaks is approximately 7.5 hours.

Module 1

Overview
(60 minutes)

Module 2

Collecting Resource Information
(90 minutes)

Module 3

Assessing Resources and Identifying Gaps
(90 minutes)

Lunch

(60 minutes)

Module 4

Preparing a Report
(60 minutes)

Module 5

Next Steps
(60 minutes)

Wrap-up and Evaluations

(15 minutes)

(Morning and afternoon breaks of about 10 minutes each)

Pre-training preparation

When the training is scheduled:

Find out if any participants have not attended previous *Communities That Care* trainings. If so, they should review *Investing in Your Community's Youth* before the training so they will be familiar with the prevention-science concepts and the *Communities That Care* prevention-planning system.

Materials to be sent to the Coordinator/Facilitator:

- list of audiovisual, beverage and snack needs
- recommended room setup
- copies of *Investing in Your Community's Youth* for participants who have not attended previous trainings.

Equipment and materials:

- name tags
- roster of invitees
- copies of any letters or notices sent to invitees
- computer projector/laptop computer and/or overhead projector/transparencies
- flip chart/easel
- markers
- Post-it notes
- index cards
- modeling clay.

Room setup:

- If the group is large, the room should be set up banquet style with round tables of six to accommodate small-group work. Place tables so all participants can see the front of the room.
- Provide drinking water at each table and a refreshment table in the back of the room.
- Place a small table for the computer or overhead projector at the front of the room. The projection screen should be large enough for all participants to see the slides.
- Place trainer, registration and resource tables in convenient locations.

At least 60 minutes before start time:

- Make sure training equipment, participant materials and registration materials are set up.
- Place an easel sheet at the entrance with the message: "Welcome to the *Communities That Care* Community Resources Assessment Training."
- Pre-print one easel sheet with the heading "Parking Lot" and two columns, one column labeled "Questions" and the other labeled "Issues."

Pre-training preparation

For Module 1:

Ask the Chair of the Community Board to attend the training and provide a brief update on the outcomes of the Community Assessment Training. He or she should present an overview of the Community Assessment Report and discuss the community's priority risk and protective factors. The Chair should also summarize key accomplishments since the Community Assessment Training and any issues or barriers encountered. Work with the site contact when scheduling the training to ensure that this role is filled and that the person is aware of what to cover, when to arrive and how much time is allotted.

Prepare materials for the activity on page 1—6 ("It takes a village to build a child."). Create a set of index cards for each team (participants will work in teams of five). Each set should contain five index cards: one labeled "head," one labeled "arms," one labeled "body," one labeled "legs" and one labeled "feet." Make sure there is enough modeling clay to distribute among the teams.

For Module 2:

Ask the Coordinator/Facilitator to bring a variety of guides and directories that list the community's resources.

For Module 4:

If possible, bring sample Resources Assessment Reports for participants to review during the training. (Be sure to check with communities ahead of time to ensure that they have no objections to your using their reports in this way.)

Please remember to complete a Service Report for this training.



Communities That Care

Community Resources Assessment Training

Overview

Trainer's Guide
(60 minutes)

Module 1

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Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 1-1

Notes



Welcome participants as they enter.



Slide 1-2

Notes

Participant Introductions

Explain that one of the goals of this training is to create a high-functioning team—so you will be providing opportunities for the group to get to know each other during the course of the training.

Ask each participant to introduce him- or herself and explain why he or she is involved in the assessment process and what he or she hopes to contribute.

Housekeeping Items

- Explain where the restrooms and telephones are located.
- Ask participants to turn off their cell phones and beepers.
- Explain that the “Parking Lot” will be used to capture any questions or issues that come up during the training but can’t be addressed at that time. Tell the group you will revisit the Parking Lot at the end of the training to make a plan for addressing any unresolved questions or issues at that time.
- Discuss any other items, such as breaks and refreshments.

Participant’s Guide

Ask participants to open their guides. Explain that the guide has:

- copies of all slides, with space to record notes
- worksheets for group activities and planning
- appendices with references and additional background information.

Tell participants that the pocket of the guide contains:

- a training evaluation form
- a laminated page with a chart of the risk factors on one side and a diagram of the Social Development Strategy on the other.

Ask if there are any questions about the guide.

Use the activity on the following page as an icebreaker, and as a mental set for the training.

Notes

Activity: “It takes a village to build a child.”

Time: 15 minutes

Materials:

- Modeling clay
- Index cards

Instructions:

Tell participants that they are about to participate in an activity that will serve as the mental set for the entire training. **Do not tell them the name of the activity.**

Divide participants into teams of five. Place modeling clay on each table. Next, distribute a complete set of index cards to each team. Place one index card face down in front of each team member.

Ask participants to turn over their cards and mold the item that is described. Tell participants to work independently, without talking or showing other team members their index cards. Allow about three minutes.

After three minutes (check to make sure most participants have completed the task), tell participants that this activity is called “It takes a village to build a child,” and that each of them has been given the responsibility of building a different part of a healthy child.

Have participants work as a team to put the pieces of the “child” together. Allow about three minutes for the assembly of the child, and another two minutes for teams to view each other’s creations. The “children” are likely to look strange and unhealthy—for example, some will have heads that are much too large or too small for their bodies.

Ask participants how they could have improved their efforts to build a more balanced child. Take several responses.

One way to improve your efforts would be through communication. In this activity, each of you represents a resource in the community that has been charged with building healthy children. As you saw, these resources are not always aware of what the others are doing. They lack the guidance of a shared vision of positive youth development and, as a result, the children they build do not always look particularly balanced or healthy.

Today’s training will help you begin to build coordination and collaboration among your existing community resources, and to discover ways to fill the gaps in your current resources.

Implementing the Communities That Care system

Communities That Care



Community Resources Assessment Training

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Slide 1-3

Notes

As you know, the Communities That Care process involves five phases. The phases, and the milestones and benchmarks associated with each, describe the key activities and tasks that need to be accomplished for the Communities That Care process to be successful.

The Community Assessment Training was the first training in Phase Three: Developing a Community Profile. At this event, work-group members were trained in the collection and analysis of data on your community's risk factors, protective factors and problem behaviors. Work-group members used archival data and the results of the Communities That Care Youth Survey to identify two to five priority risk factors.

The Community Resources Assessment Training is Phase Three's second and final training event. During this training you will learn how to assess the resources in your community that currently address your priority risk and protective factors.

Developing a community profile and identifying gaps in your community's current resources will help your community focus its prevention efforts. You'll use the profile to select tested, effective prevention strategies that address your community's needs.



Slide 1-4

Notes



The Community Assessment Training covered the first four milestones of Phase Three: Developing a Community Profile. Today we will focus on the fifth milestone: Conduct a resources assessment and gaps analysis. This training is your final step toward readiness for Phase Four: Creating a Community Action Plan.

Are there any questions about the milestone we plan to cover in the Community Resources Assessment Training?

Let participants know that a full list of the milestones and benchmarks for all phases of the *Communities That Care* prevention-planning system is included as an appendix in the Participant's Guide.

Community Resources Assessment Training goal

Communities That Care

Build the Community Board's capacity to conduct a community resources assessment.

Community Resources Assessment Training

1-5



Slide 1-5

Notes

Review the slide.



Slide 1-6

Notes

Objectives

Communities That Care

- Describe the steps in the community resources assessment process.
- Explain the role of the community resources assessment.
- Develop and carry out a plan for completing the community resources assessment.
- Communicate the results of the resources assessment to the Community Board and Key Leaders.



Community Resources Assessment Training

1-6

Review the slide.

Agenda

Communities That Care

Module 1

Overview

Module 2

Collecting Resource Information

Module 3

Assessing Resources and
Identifying Gaps

LUNCH

Module 4

Preparing a Report

Module 5

Next Steps

Community Resources Assessment Training

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Slide 1-7

Notes

Review the slide.

NOTE: Since the amount of time available for the Community Resources Assessment Training varies in different communities, you may wish to post a more detailed agenda.



Slide 1-8

Notes

Ground rules

Communities That Care

- Everyone gets a chance to speak.
- Everyone listens when someone has the floor. (No side conversations.)
- One person talks at a time and doesn't get interrupted.
- Respect others' perspectives and ideas. (No put-downs.)
- Start and end on time.

Community Resources Assessment Training

1-8

Ground Rules

Review the slide.

Label an easel sheet "Ground Rules."

Ask the group to brainstorm any other rules they would like to use for this session. Write these rules on the easel sheet.

Ask for a commitment to observe the ground rules.

Communities That Care

- 



Slide 1-9

Review the slide.

Time: 10 minutes

Have participants split into pairs or small groups to complete the multiple-choice quiz on the following page (participants can find the quiz on page 1—12 of their Participant's Guide). Ask participants to circle the correct answer to each question. If possible, make sure that each team includes a member who has attended a previous training.

When the teams are ready, review the answers. Ask for volunteers to answer each question.

1. b
2. c
3. b
4. b
5. a
6. c

1—13

Research Review Quiz

1. What are the steps in the public health approach to prevention?
 - a) Define the problem; identify risk factors; select interventions to decrease risk factors; implement the interventions
 - b) Define the problem; identify risk and protective factors; select interventions to decrease risk factors and enhance protective factors; implement and evaluate the interventions
 - c) Define the problem; conduct focus groups; create a friendly cartoon character to feature in public service announcements
2. According to the *Communities That Care* research base, in what areas of a young person's life do risk factors exist?
 - a) In peer groups and schools only
 - b) In malls, fast-food restaurants and rock music
 - c) In communities, families, schools and within individuals and their peer groups
3. What can buffer young people from the effects of risk factors?
 - a) Protective outcomes
 - b) Protective factors
 - c) Protective headgear
4. What strategy organizes the protective factors?
 - a) The Public Health Strategy
 - b) The Social Development Strategy
 - c) The Protective-Factor Enhancement Strategy
5. According to the Social Development Strategy, what three things are needed to promote bonding?
 - a) Opportunities, skills and recognition
 - b) Healthy beliefs, clear standards and opportunities
 - c) Construction paper, macaroni and a jar of paste
6. Which of the following best describes tested, effective prevention strategies?
 - a) Tested, effective prevention strategies are featured on late-night "infomercials" and sell for as low as \$19.95.
 - b) Tested, effective prevention strategies are always delivered through school-based programs.
 - c) Tested, effective prevention strategies have been tested in well-controlled trials comparing schools, families, youth or communities that received the strategy with those that did not. Results of these trials showed that those who received the strategy experienced lower risk and greater protection and exhibited better behavioral outcomes.

The public health approach

Communities That Care



Community Resources Assessment Training

1-10



Slide 1-10

Notes

The public health approach is a comprehensive, community-wide approach to public health problems. Heart disease, breast cancer and drunk driving have all been addressed by involving the entire community to promote awareness and behavior change.

Review the slide.

The public health approach is a four-step strategy.

The first step is to define the problem. This guides the development of effective strategies.

The second step involves identifying the risk and protective factors that predict the problem. In the case of heart disease, for example, research identified things such as smoking and a diet high in fat as predictors of heart disease. Meanwhile, other research identified exercise as a protective factor—an element that buffers the effects of risk factors.

In the third step, interventions address those predictors. The aim of such interventions is to reduce risk factors while enhancing protective factors.

The fourth step, implementation and evaluation, is an important part of the public health approach. It's critical to ensure that programs are being implemented as designed—and that they are achieving the desired results.



Slide 1-11

Notes

Research-based predictors: Protective factors

Communities That Care

Protective factors

Research has identified *protective factors* in four domains:

Protective factors buffer young people's exposure to risk.



Community Resources Assessment Training

1-11

Review the slide.

Protective factors work to shield or buffer children from exposure to risk. That means that even when we can't reduce all of the risks in young people's lives, we can help protect them from the effects of those risks by building a protective shield.

Protective factors include:

- *individual factors such as high intelligence, resilient temperament, positive social orientation, and competencies and skills*
- *positive social opportunities*
- *reinforcement for positive social involvement*
- *bonding*
- *healthy beliefs and clear standards.*



Slide 1-12

Notes

The Social Development Strategy (SDS) is a research-based model that organizes known protective factors into a guiding framework, or road map, for building positive futures for children.

Review each item as you click it onto the screen.



The SDS begins with healthy behaviors—the goals you have in mind for your community's children.



Research on social development tells us that in order to adopt healthy behaviors, children must develop healthy beliefs and clear standards for their own behavior.



Bonding is what motivates young people to follow expectations or standards for behavior. A child who has an attached, committed relationship with an adult is likely to adopt the standards held by that adult. He or she will think twice before endangering that relationship by violating the standards and expectations of the adult.

Notes



Research on the SDS has found that in order to develop that attached, committed relationship between a child and an adult, three conditions are necessary: opportunities for the child to be meaningfully involved, skills to be successful in that involvement, and recognition for his or her contribution.



Individual characteristics also play a role in how easily children develop bonds. Children who have a positive social orientation, a resilient temperament and high intelligence are more likely to perceive and take advantage of opportunities for involvement. They also develop skills more easily. As a result, they have less difficulty developing strong bonds and healthy behaviors than children who lack these individual characteristics.

Research-based predictors: Risk factors

Communities That Care

Risk factors

Research has identified *risk factors* in four domains:

Risk factors are predictive of higher levels of adolescent substance abuse, delinquency, teen pregnancy, school drop-out and violence.



Community Resources Assessment Training

1-13



Slide 1-13

Notes

Review the slide.

A risk factor is a condition that increases the likelihood of something happening. Dr. Hawkins and Dr. Catalano have identified risk factors for five adolescent problem behaviors: substance abuse, delinquency, dropping out of school, teen pregnancy and violence. Knowing the risk factors for adolescent problem behaviors helps us target and reduce those risk factors in children's lives before children become involved with drug use or crime, drop out of school or become pregnant.

Keep in mind that risk factors are predictive, not prescriptive. Exposure to risk factors for adolescent problem behaviors does not doom a child to problem behaviors. It just increases his or her likelihood of developing problems in adolescence.

The laminated page in the pocket of the Participant's Guide shows the risk factors and the problem behaviors that each predicts.



Slide 1-14

What research has shown about risk and protective factors

Communities That Care

- They exist in all areas of children's lives.
- They predict diverse behavior problems.
- The more risk factors present, the greater the chances of problem behavior.
- They can be present throughout development.
- Risk factors are buffered by protective factors.
- They work similarly across racial groups.
- Prevention efforts should address both risk and protection.

Community Resources Assessment Training

1-14

Notes

Review each item as you click it onto the screen.



Efforts should focus on reducing risk and enhancing protection in all of these domains of socialization: the community, families, schools, and within the individual and his or her peer group.



Implementing risk- and protection-focused programs, policies and practices can have positive effects on multiple problem behaviors. For example, academic failure beginning in late elementary school (as shown on the risk factor chart) is predictive of all five problem behaviors. Implementing a tested, effective program to address this risk factor can produce long-term reductions in all of these problem behaviors.



Exposure to multiple risk factors dramatically increases a young person's risk of involvement in problem behaviors. For programs and services to have the greatest impact, they must reach those young people exposed to the greatest number of risk factors and fewest protective factors.

Notes



Risk and protective factors can be present from before birth through adolescence. Different risk factors first become noticeable at different points during development.



Enhancing protective factors helps communities promote positive youth development, even in the face of risk.



While levels of exposure to risk and protection may vary among racial groups, the effects of exposure to risk and protection are the same—regardless of race.



Both risk and protective factors should be addressed in prevention efforts.



Slide 1-15

Notes

Tested, effective prevention strategies

Communities That Care

Programs, policies or practices that have demonstrated effectiveness in:

- Reducing specific risk factors and enhancing protective factors
- Enhancing positive behaviors and reducing negative behaviors

Community Resources Assessment Training

1-15

The final piece of the prevention-science research base is tested, effective prevention strategies. State and national agencies have become increasingly interested in, and committed to, strategies that have been rigorously tested for effectiveness.

Review the slide.

Tested, effective prevention strategies have been proven effective in well-controlled studies.

Studies of the prevention strategies we recommend compared schools, families, youth or communities that received the strategy with those that did not. Results showed that participants who received the strategy were much better off than those who did not. They experienced lower risk and greater protection and, in many longitudinal studies, they were less likely to engage in problem behaviors.

Does anyone have any questions about the prevention-science research base?

Take a few minutes to answer questions. Record any questions that require lengthy discussion in the Parking Lot.

We'll conclude this module with an introduction to the community resources assessment.

What are community resources?

Communities That Care

Programs, policies and practices that:

- Enhance protection
- Reduce risk
- Promote positive youth development



Community Resources Assessment Training

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Slide 1-16

Notes

Review the slide.

Community resources are the programs, policies and practices that help communities, families, schools, youth and their peers enhance protection, reduce risk and promote positive youth development.

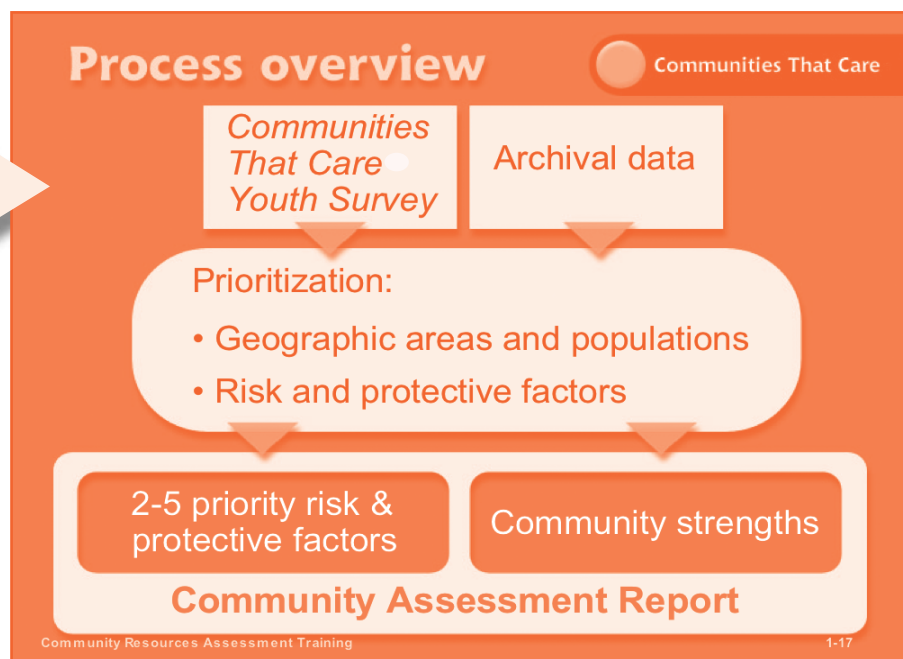
These resources can include:

- *programs and services*
- *networks and organizations that foster collaboration and information sharing*
- *community laws and policies*
- *community practices, such as plentiful opportunities for positive youth involvement*
- *individuals in the community who are dedicated to youth development*
- *funding sources and resource providers who are committed to the community's priorities.*



Slide 1-17

Notes



Community Board members began the process of developing a community profile at the Community Assessment Training. Here is an overview of the process that led to the development of your Community Assessment Report.

Review the slide.

Community update

Communities That Care

- Results of the risk- and protective-factor assessment
 - Priority population or geographic area
 - Priority risk and protective factors
- The prioritization process
 - Who was involved and how were decisions made?
- Other accomplishments/issues

Community Resources Assessment Training

1-18



Slide 1-18

Notes

Distribute copies of the Community Assessment Report, if the report is complete.

Ask the Chair of the Community Board to provide a brief update, as outlined on the slide.



Slide 1-19

Notes



Review the slide.

The Community Resources Assessment Training builds on the work completed during and since the Community Assessment Training. Here is an overview of the steps you will take toward completing your community's profile:

- *The first step is to collect information about your community's resources. You'll identify the various resources that exist in your community, and you'll collect specific information about each of those resources. Since there are often many resources in a community, the Communities That Care process focuses the resources assessment on resources that address the two to five priority risk and protective factors identified by the Community Assessment Report.*
- *The next step is to analyze the information you collect. Your analysis will help you assess your community's resources and determine how they might be strengthened to better address your community's priorities. You'll also use your information to determine the gaps in, issues with and barriers to your community's prevention efforts.*
- *The final step is to summarize your findings in a Resources Assessment Report, for distribution to Key Leaders and other community stakeholders.*

The goals of a resources assessment

Communities That Care

- Identify the community's tested, effective resources.
- Improve collaboration, communication and integration of resources.
- Identify gaps and avoid duplication.
- Recognize individuals and agencies contributing to positive youth development.
- Educate the public and Key Leaders about existing resources for youth.

Community Resources Assessment Training

1-20



Slide 1-20

Notes

Review the slide.



Your assessment will establish an inventory of the resources that address your community's priority risk and protective factors.



A comprehensive assessment of your community's resources will provide a framework that will help those resources work together. Your assessment will help the community understand how each resource fits into the big picture of your prevention effort.



Your inventory of resources will give you a clear picture of the gaps that exist in your community's current response to its priority risk and protective factors. Moreover, you'll be able to avoid duplicating services that are already in place.



You'll be able to put the Social Development Strategy into action by identifying those agencies and individuals already contributing to the positive development of your community's youth. You can build bonds to the community by recognizing these agencies and individuals for their efforts.



The Resources Assessment Report will help Key Leaders and other community members stay informed about the progress of the Communities That Care effort.

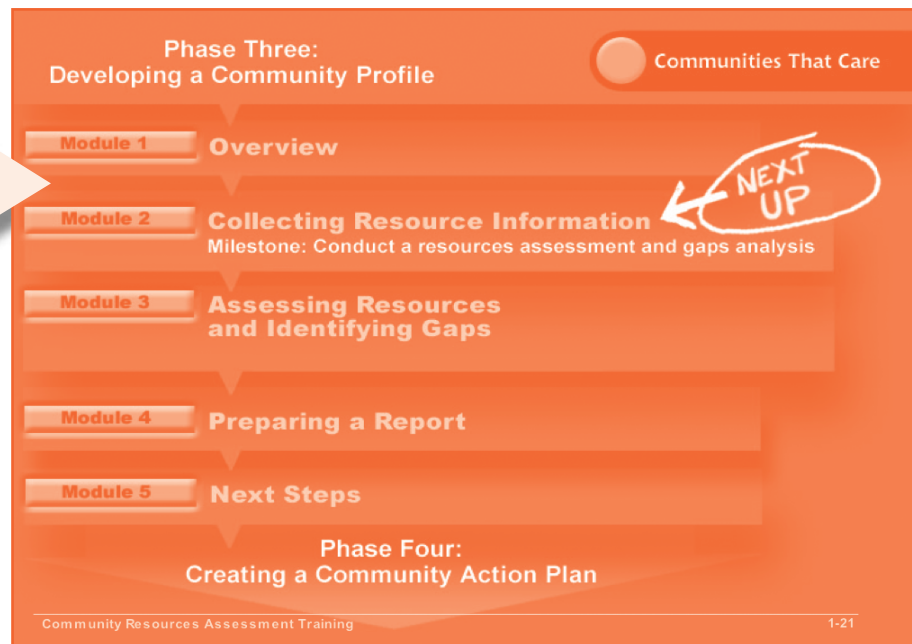
Furthermore, the report can be used to increase community awareness of the availability of effective resources. Resources are often underutilized because community members do not know they exist.

Module 1



Slide 1-21

Notes



Review the slide.